

Mt. Zion Elementary

3464 River Road
Johns Island, SC 29455

Grades	PK-5 Elementary School	
Enrollment	191 Students	
Principal	Deborah L. Fordham	843-559-3841
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	49	77	14

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	Yes

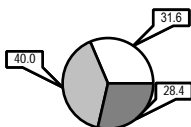
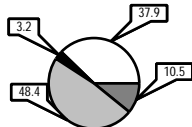
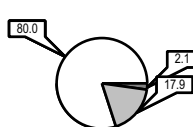
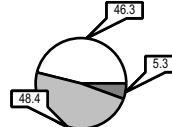
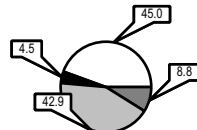
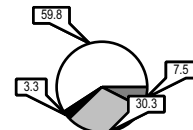
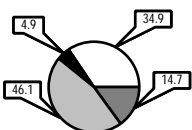
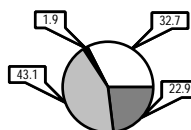
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	100	100.0	31.6	40.0	28.4	0.0	35.8	Yes	Yes
Gender									
Male	56	100.0	44.2	34.6	21.2	0.0	25.0		
Female	44	100.0	16.3	46.5	37.2	0.0	48.8		
Racial/Ethnic Group									
White	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	80	100.0	29.5	39.7	30.8	0.0	38.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	73	100.0	24.6	42.0	33.3	0.0	43.5		
Disabled	27	100.0	50.0	34.6	15.4	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	100	100.0	31.6	40.0	28.4	0.0	35.8		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	90	100.0	31.0	41.4	27.6	0.0	34.5		
Socio-Economic Status									
Subsidized meals	85	100.0	31.3	37.5	31.3	0.0	37.5	Yes	Yes
Full-pay meals	15	100.0	33.3	53.3	13.3	0.0	26.7		

Mathematics – State Performance Objective = 36.7%									
All Students	100	100.0	37.9	48.4	10.5	3.2	27.4	Yes	Yes
Gender									
Male	56	100.0	50.0	30.8	15.4	3.8	28.8		
Female	44	100.0	23.3	69.8	4.7	2.3	25.6		
Racial/Ethnic Group									
White	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	80	100.0	41.0	46.2	9.0	3.8	24.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	73	100.0	29.0	56.5	11.6	2.9	31.9		
Disabled	27	100.0	61.5	26.9	7.7	3.8	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	100	100.0	37.9	48.4	10.5	3.2	27.4		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	90	100.0	37.9	49.4	9.2	3.4	26.4		
Socio-Economic Status									
Subsidized meals	85	100.0	36.3	50.0	11.3	2.5	26.3	Yes	Yes
Full-pay meals	15	100.0	46.7	40.0	6.7	6.7	33.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	100	100.0	80.0	17.9	2.1	0.0	2.1
Gender							
Male	56	100.0	76.9	21.2	1.9	0.0	1.9
Female	44	100.0	83.7	14.0	2.3	0.0	2.3
Racial/Ethnic Group							
White	10	100.0	I/S	I/S	I/S	I/S	I/S
African American	80	100.0	83.3	14.1	2.6	0.0	2.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	73	100.0	76.8	20.3	2.9	0.0	2.9
Disabled	27	100.0	88.5	11.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	80.0	17.9	2.1	0.0	2.1
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	90	100.0	81.6	16.1	2.3	0.0	2.3
Socio-Economic Status							
Subsidized meals	85	100.0	80.0	17.5	2.5	0.0	2.5
Full-pay meals	15	100.0	80.0	20.0	0.0	0.0	0.0

Social Studies							
All Students	100	100.0	46.3	48.4	5.3	0.0	5.3
Gender							
Male	56	100.0	57.7	40.4	1.9	0.0	1.9
Female	44	100.0	32.6	58.1	9.3	0.0	9.3
Racial/Ethnic Group							
White	10	100.0	I/S	I/S	I/S	I/S	I/S
African American	80	100.0	43.6	52.6	3.8	0.0	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	73	100.0	39.1	53.6	7.2	0.0	7.2
Disabled	27	100.0	65.4	34.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	100	100.0	46.3	48.4	5.3	0.0	5.3
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	90	100.0	47.1	48.3	4.6	0.0	4.6
Socio-Economic Status							
Subsidized meals	85	100.0	46.3	47.5	6.3	0.0	6.3
Full-pay meals	15	100.0	46.7	53.3	0.0	0.0	0.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	32	100.0	10.7	35.7	50.0	3.6	53.6
	4	38	100.0	20.6	58.8	20.6	N/A	20.6
	5	41	100.0	25.0	65.0	10.0	N/A	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	27	100.0	3.8	30.8	65.4	0.0	65.4
	4	32	100.0	40.0	36.7	23.3	0.0	23.3
	5	41	100.0	43.6	48.7	7.7	0.0	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	32	100.0	21.4	67.9	10.7	N/A	10.7
	4	38	100.0	17.6	58.8	20.6	2.9	23.5
	5	41	100.0	17.5	67.5	15.0	N/A	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	27	100.0	11.5	65.4	19.2	3.8	23.1
	4	32	100.0	56.7	26.7	10.0	6.7	16.7
	5	41	100.0	41.0	53.8	5.1	0.0	5.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	27	100.0	73.1	23.1	3.8	0.0	3.8
	4	32	100.0	76.7	20.0	3.3	0.0	3.3
	5	41	100.0	87.2	12.8	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	27	100.0	11.5	80.8	7.7	0.0	7.7
	4	32	100.0	50.0	43.3	6.7	0.0	6.7
	5	41	100.0	66.7	30.8	2.6	0.0	2.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 191)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.2%	Up from 2.5%	3.9%	3.0%
Attendance rate	96.0%	Down from 96.3%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.1%	Up from 11.8%	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.0%	Down from 11.7%	5.0%	3.2%
Eligible for gifted and talented	2.0%	Down from 3.5%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Down from 13.1%	7.8%	8.2%
Older than usual for grade	2.1%	Down from 2.5%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	45.0%	Up from 40.9%	50.0%	52.6%
Continuing contract teachers	5.0%	Down from 77.3%	77.4%	83.3%
Highly qualified teachers	72.2%	Down from 84.2%	92.4%	93.5%
Teachers with emergency or provisional certificates	6.3%	Up from 5.9%	2.5%	0.0%
Teachers returning from previous year	76.7%	Up from 73.5%	83.4%	87.0%
Teacher attendance rate	96.1%	Down from 97.7%	94.9%	95.0%
Average teacher salary	\$38,427	Up 4.3%	\$40,422	\$41,703
Prof. development days/teacher	10.0 days	Down from 22.8 days	13.1 days	12.8 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Down from 15.2 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.0%	Down from 92.0%	89.0%	89.8%
Dollars spent per pupil*	\$8,245	Up 10.0%	\$7,233	\$6,242
Percent of expenditures for teacher salaries*	63.4%	Up from 61.4%	63.0%	65.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty, and staff of Mt. Zion Elementary School are supported in many ways. We feel fortunate to have high levels of parent and community support. Our students are blessed to have a staff of dedicated individuals working on the front lines with them every day.

Our greatest challenge has been achieving and maintaining high levels of student performance as determined by state and federal measures of accountability. Our School Renewal Plan addresses this through staff development that addresses the needs of all students as determined through analysis of data obtained on various benchmark assessments. In addition, we are investigating ways to help our students become more competitive technologically by putting more emphasis on computer education and integration of technology into our instructional strategies.

We are constantly seeking ways to raise the floor by raising the ceiling for all students. We are committed to providing an education that: includes rigor and challenge, is standards based, and that causes students to become critical, creative thinkers.

Byas Glover - SIC Chairman

Deborah Fordham - Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	18	40	22
Percent satisfied with learning environment	88.9%	77.5%	90.9%
Percent satisfied with social and physical environment	66.7%	87.5%	68.2%
Percent satisfied with school-home relations	64.7%	77.5%	72.7%

*Only students at the highest elementary school grade level at this school and their parents were included.